PSYCHOLOGICAL WELL-BEING AMONG PROSPECTIVE TEACHERS IN RELATION TO STRESS AND HOME ENVIRONMENT

SYNOPSIS OF THE THESIS

Submitted by

Mamta Devi

Registration No:**AU22EDPHD0085**

Under supervision of

Dr. Narbada Devi

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"PSYCHOLOGICAL WELL-BEING AMONG PROSPECTIVE TEACHERS IN RELATION TO STRESS AND HOME ENVIRONMENT"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: Manti

Signature of the Scholar

Date: 26/03/2024

Name of Scholar

Forwarded by: Concern Supervisor

Place: Churachandpur

Signature of the Supervisor

Date: 26/03/2024

Name of the Supervisor

CERTIFICATE

This is to certify that the thesis titled **"PSYCHOLOGICAL WELL–BEING AMONG PROSPECTIVE TEACHERS IN RELATION TO STRESS AND HOME ENVIRONMENT"** is an original piece of work done by Mamta Devi under my supervision for the degree of Doctor of Philosophy, in Abhilashi University ChailChowkMandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chail Chowk

Signature of the Supervisor

Date: 26/03/2024

Dr. Narbada Devi

Name of the Supervisor

INTRODUCTION

Psychological well-being is crucial in teacher education, as it influences the resilience, satisfaction, and effectiveness of educators. Understanding factors influencing this well-being is essential for preparing them for the teaching profession. Psychological well-being is crucial for effective education, as it impacts teacher satisfaction, performance, student outcomes, classroom dynamics, and school climate. Teacher preparation programs should prioritize strategies to support this well-being, ensuring the success of these initiatives (Robertson-Kraft & Duckworth, 2016). Prospective teachers face academic pressure, classroom management concerns, mentor expectations, and future employment anxiety. The emotional transition can be emotionally demanding, leading to burnout, disillusionment, and attrition from the profession (Dewaele et al., 2018; Sutton et al., 2017).

Prospective teachers' psychological well-being is significantly influenced by personal characteristics, social support networks, and coping strategies. Individuals with higher emotional intelligence, resilience, and self-efficacy are better equipped to manage teaching demands, while effective coping strategies like mindfulness and self-care help navigate challenges (Beltman et al., 2011; Pishghadam et al., 2020; Rimm-Kaufman & Hamre, 2010).The education field is significantly influenced by the psychological well-being of teachers, who play a crucial role in shaping students' learning experiences and socio-emotional development, thus enhancing educational outcomes and promoting effective teaching practices.Teachers face numerous stressors, including workload, classroom management, and interpersonal conflicts, which can negatively impact their mental health, job satisfaction, motivation, and performance. Addressing these issues is crucial for promoting resilience, retention, and effectiveness in the education field (Chang, 2013; Day & Gu, 2014; Hakanen et al., 2006).

PSYCHOLOGICAL WELL-BEING

An individual's functioning and emotional well-being are called "psychological well-being". A candidate for teaching must have promising mental, emotional, social, and physical health because a teacher's psychological health affects their performance, which can advance students' psychological development (Darsana & Vijisha, 2022).Psychological well-being is the degree to which individuals believe they substantially influence their lives and activities (Udhayakumar and Illango, 2018). Individuals who have greater psychological wellness also tend to live longer, be healthier, have better quality of life, and are less prone to commit crimes or abuse drugs. Adverse psychological health, especially over an extended length of time, can result in mental disorders like stress and depression, which can then cause physiological issues and concerns for the person both internally and outside. Emotionally intelligent people are likelier than people who do not have a higher degree of psychological wellness and a lesser degree of emotional deficit. A strong correlation exists between self-destructive and agitated behaviour and low or negative emotional intelligence (Darsana & Vijisha, 2022).

Psychological well-being, in the words of **Huppert (2009)**, "is about lives doing well" It is the union of well-being and efficient operation.

Positive emotional experiences like enjoyment and performing at one's best in both social and personal life are typically considered components of psychological well-being (Deci and Ryan, 2008).Similar to other undergraduates in different departments at higher education institutions, high rates of mental discomfort have been found among undergraduate students (Mackenzie et al., 2011). Undergraduates experience distress at a higher rate than the whole population (Sarokhani et al., 2013). Academic stress, being far from their primary source of support, and uncertainty about their future performance and employability contribute to student misery (Ibrahim et al., 2013; Sarokhani et al., 2013).

FACTORS AFFECTING PSYCHOLOGICAL WELL-BEING

The psychological well-being of teachers is crucial for their professional satisfaction, effectiveness, and overall quality of life. However, numerous factors within the educational context can impact teachers' mental health and well-being. One of the primary factors influencing teachers' psychological well-being is their workload and job demands. Teachers often face heavy workloads, including lesson planning, grading, administrative tasks, and extracurricular responsibilities. High job demands can lead to feelings of stress, overwhelm, and burnout among teachers (Johnson & Johnson, 2017). Moreover, the pressure to meet academic standards and student performance expectations adds to the psychological burden experienced by teachers. The classroom environment and student behavior significantly impact teachers' psychological well-being. Teachers must manage diverse classrooms with varying student needs, behaviors, and learning styles. Disruptive behavior, disciplinary issues, and conflicts within the classroom can create significant stress for teachers (Chang, 2013).

Job autonomy and control over teaching practices are essential factors for teachers' psychological well-being. Teachers who have autonomy to make decisions about curriculum, instruction, and classroom management experience greater job satisfaction and motivation (Skaalvik & Skaalvik, 2017). Social support from colleagues, administrators, and the broader school community plays a vital role in supporting teachers' psychological well-being. Positive collegial relationships, collaboration, and a supportive work environment buffer against the negative effects of stress (Day & Gu, 2014). Effective coping strategies and resilience are critical for maintaining teachers' psychological well-being in the face of challenges. Teachers who employ adaptive coping mechanisms, such as seeking social support, practicing self-care, and setting boundaries, are better equipped to manage stressors (Hakanen et al., 2006).

STRESS

Stress is “an unpleasant emotional experience that is accompanied by biochemical, cognitive, predictable psychological and behavioural changes aimed at mitigating the consequences of the stressful event or at changing the biochemistry of the stressor”. Stressors are upsetting situations that pose risks to our health. Additionally, stress might raise one’s chance of getting health issues like anxiety disorders and cardiovascular

disease. The negative form of stress that most people allude to when they use the term stress is known as distress. Stressors and stress reactions provide a helpful framework for understanding stress. Stressful events are ones that put people in danger or present challenges. They are the things that cause stress, such as having to make decisions, getting married, and experiencing natural disasters. Stress responses are the body's emotional, mental, and physical reactions to stimuli. Examples of stress reactions include tension in the muscles, depression, anxiety, and trouble concentrating (Mon Aung, 2018).

Teaching is among those that experience the highest stress levels at work (Kyriacu,2015). Potential acute stressors include discipline issues, uninspired pupils, disruptive classrooms, and the complicated and densely interacting classroom environment (Becker et al., 2022). Many teachers retire early due to the stress associated with their jobs (Ingersoll & Strong,2011). Stress-related symptoms, including tension, headaches, weariness, and psychological and psychosomatic disorders, are more common in teachers than in other professional groups (Scheuch et al.,2015). Moreover, teachers experience some of the highest rates of burnout due to work-related stress. For instance, Schmitz's (2000) study places the percentage of instructors who experience burnout at 80%. It has been frequently demonstrated that stress negatively impacts teachers' emotional and physical well-being and the effectiveness of their instruction, affecting students' motivation and performance (Klusmann et al.,2016). This effect may be connected to how the body's stress reaction affects cognitive processes (Gardner, 2010; Becker,2022).

FACTORS AFFECTING STRESS

Teachers face stress due to various factors, including workload, classroom management challenges, lack of resources, student behaviour, administrative support, job insecurity, and work-life balance. Understanding these factors is crucial for developing targeted interventions and support systems (Hakanen et al., 2006). Challenges related to classroom management and student behaviour are significant sources of stress for teachers. Disruptive behaviour, disciplinary issues, and conflicts within the classroom can create a stressful environment for teachers (Chang, 2013). A lack of resources, including funding, materials, and support staff, can contribute to stress among teachers. Inadequate resources hinder teachers' ability to effectively

deliver instruction, meet students' needs, and maintain a positive learning environment (Johnson & Johnson, 2017).

Student behaviour, including disruptive or challenging behaviours, can significantly impact teacher stress levels. Teachers must manage a wide range of student behaviours while maintaining classroom order and facilitating learning. Dealing with disruptive behaviour and addressing disciplinary issues can be emotionally taxing for teachers (Skaalvik & Skaalvik, 2017).The level of administrative support and leadership within a school also influences teacher stress. Teachers who perceive inadequate support from administrators may experience increased stress and job dissatisfaction. Supportive leadership, clear communication, and effective management practices can help alleviate teacher stress (Day & Gu, 2014).Job insecurity and instability within the education system contribute to stress among teachers. Uncertainty about employment prospects, budget cuts, and policy changes can create anxiety and undermine teacher morale (Friedman, 2020). Maintaining a healthy work-life balance is essential for preventing and managing stress among teachers. Teachers often struggle to balance their professional responsibilities with personal obligations and self-care. Long working hours, weekend grading, and extracurricular commitments can encroach upon personal time and lead to burnout (Leung, 2019).

HOME ENVIRONMENT

Their family environment can significantly influence the psychological well-being of prospective teachers. Several aspects of the family environment can impact an individual’s psychological well-being. Supportive relationships within the family, such as with parents or siblings, can contribute positively to a prospective teacher’s psychological well-being. Emotional support, encouragement, and a sense of belonging can enhance self-worth and confidence.The parenting style experienced during childhood can shape an individual’s psychological well-being. Authoritative parenting, characterised by warmth, responsiveness, and clear boundaries, promotes positive outcomes. Conversely, authoritarian or neglectful parenting styles may contribute to stress, anxiety, or low self-esteem (Butler et al., 2022; McCallum, 2021; Benevene et al., 2020).

Open and constructive communication within the family can foster resilience and coping skills in prospective teachers. Expressing emotions, thoughts, and concerns in a

safe environment can buffer against stressors in the teaching profession.The family's overall dynamics, including cohesion, adaptability, and conflict resolution strategies, can impact psychological well-being. Cohesive families that are flexible in handling challenges tend to promote better mental health outcomes.Family members serve as role models for behaviour and attitudes. Observing positive role models who demonstrate effective coping strategies, resilience, and a healthy work-life balance can influence prospective teachers' psychological well-being.On the other hand, family stressors such as financial difficulties, marital conflicts, or family crises can negatively impact psychological well-being. Prospective teachers may experience heightened stress and emotional strain if exposed to such stressors within the family environment (Butler et al., 2022; McCallum, 2021; Benevene et al., 2020).

FACTORS AFFECTING HOME ENVIRONMENT

The Home environment plays a significant role in the well-being and effectiveness of teachers. Various factors within the home environment can impact teachers' stress levels, job satisfaction, and overall quality of life. Understanding these factors is crucial for creating supportive home environments that facilitate teacher well-being and professional success. Family dynamics, including relationships with spouses, children, and other family members, can significantly influence the home environment of teachers. Supportive and nurturing family relationships can provide emotional sustenance and resilience to teachers, helping them cope with the demands of their profession (Liu et al., 2019). Financial stress is a prevalent concern that can impact the home environment of teachers. Teachers may face challenges related to low salaries, limited financial resources, and economic instability. Financial stressors can affect teachers' mental health, family relationships, and overall quality of life (Huang & Humphrey, 2012). Achieving a healthy work-life balance is essential for maintaining a supportive home environment for teachers. Balancing the demands of teaching with personal and family obligations can be challenging, particularly during busy periods or times of increased workload (Sutton et al., 2017).

Social support from friends, colleagues, and community networks can contribute to a positive home environment for teachers. Strong social connections provide opportunities for emotional support, camaraderie, and relaxation outside of work (Pishghadam et al., 2020). The physical environment of teachers' homes, including housing conditions and neighbourhood characteristics, can influence their well-being.

Safe, comfortable, and affordable housing contributes to a sense of security and stability for teachers and their families (Robertson-Kraft & Duckworth, 2016). Access to community resources, such as recreational facilities, healthcare services, and support networks, can enhance the home environment of teachers. Communities that offer a range of resources and amenities contribute to the well-being and satisfaction of residents, including teachers and their families (Rimm-Kaufman &Hamre, 2010).

REVIEW OF LITERATURE

The knowledge that has been amassed over time as a consequence of persistent human effort is utilised by researchers. It is never possible to conduct research in a vacuum from the body of prior work on issues that are either directly or indirectly connected to a subject that the researcher has proposed. Examining books, dissertations, research journals, and other sources of information on the topic under investigation in-depth is one of the crucial phases in the preparation of any research project. As a result, any carefully thought-out research project must start with a review of the relevant literature. A researcher must synthesise the body of knowledge in the topic in a novel way, making the work of reading the literature both extremely creative and laborious.

EMPIRICAL STUDIES

Sheffield & Carrol 2007 examined secondary school teachers' psychological health, with 88 teachers serving as the study's sample. The study's findings demonstrated that, while social support was not primarily predictive of psychological health, there was a substantial correlation between stress and social support and physical and psychological health measures. Researchers observed that measures of physical well-being are not significantly correlated with self-stress, and that psychological health is strongly linked to it.

Sahoo & Mohapatra, 2009 carried out research on the psychological health of professional groups. Two hundred adults made up the study's sample. On the basis of group comparison, the analysis showed that women were just as pleased as men. The study's findings demonstrated that although administrators were the least happy, doctors and teachers were the happiest. The intermediate posts were filled by executives and engineers.

Çoklar et al., 2016investigated the teachers involved in the technology integration process about their levels of technostress. The study looked into how stressed out teachers were by technology during these procedures. There were 370 teachers in the sample, representing a range of educational backgrounds. The overall findings of the study indicated that instructors' levels of technological stress were moderate. Teachers showed low degrees of technostress oriented toward their personal and professional lives, and medium levels of technostress geared toward the learning-teaching process, technical issues, and social issues.

Bala & Kaur, 2017 investigated the connection between secondary school teachers in the state of Punjab's personality toughness and stress at work. A sample was chosen by the researcher from four districts, namely "Gurdaspur, Jalandhar, Hoshiarpur, and Ludhiana". There were 500 respondents in the sample. The "multistage randomisation" procedure was used to collect a sample of equal numbers of male and female secondary school teachers. It revealed a negative and substantial correlation between secondary school teachers' work-related stress and personality toughness. Additionally, it hinted that secondary school instructors would find the study useful. According to the study's findings, teachers may be familiar with coping mechanisms like "yoga, social networking, regular exercise, meditation, and relaxation".

Dua & Sangwan, 2017 carried out a study on stress among Haryana's female high school teachers. According to research, there was a lack of administrative and family support systems, high workloads, unfavourable working circumstances, and a lack of resources, all of which contribute to stress in teachers, particularly female teachers. According to the investigations, most of the respondents were investing more time in activities linked to teaching than in activities related to their homes. Additionally, the researcher discovered that the respondents had less time for leisure, sleep, and personal care. Furthermore, it was discovered that the respondents used stress-reduction techniques like exercise, amusement, delegating, relaxation, and sleep.

Narayanankutty, 2017 assessed the degree of stress that educators face. Convenient sampling was employed to gather data through in-person interviews. There were 50 responders in the sample. For that investigation, the researcher employed statistical approaches such as the weighted average method, the percentage method, and

ANOVA. Researchers revealed that among school teachers, “low compensation” ranked as the most stressful reason.

Pappattu & Vanitha, 2017 studied how the family environment affected person’s academic achievements. Eight schools in the Palakkad district provided the 300 youngsters that made up the sample. The aim of the research was to investigate the impact of the family environment on the academic performance of undergrads. As per the study’s findings, there is no correlation between family environment characteristics and secondary education kids’ performance.

Mon Aung, 2018 examined the connection between stress and potential teachers’ self-esteem. This study used a descriptive research survey approach as its research methodology. Through the use of random sampling, data were gathered. The majority of aspiring teachers were found to have a moderate level of self-esteem, and intrapersonal/self-stress was the most prevalent condition among them. More stress was experienced by aspiring teachers with low self-esteem than by those with moderate and high levels of self-esteem. There was a negative correlation between the stress levels of the aspiring teachers and their self-esteem.

Singh, 2018 investigated the connection between secondary school students’ mental health and their family environment in the Greater Noida area of India. 168 secondary school students, equally divided between boys and girls from rural and urban areas, made up the sample. The purpose of the study was to determine the connection between adolescent mental health in the Greater Noida Region and family contexts. The study’s conclusions demonstrated a favourable relationship between adolescents’ mental health and their family environment. It is thought that if the family environment is enhanced, students’ mental health will also benefit.

Krithika & Rajam, 2020 investigated workplace stress in educators. Researcher discovered that the teachers’ study used both public and private business schools and concentrated on higher education faculty stress in order to identify job stress among faculty. Compared to faculty at public business schools, those in the private sector have higher levels of stress, researcher discovered. Researchers came to the conclusion that instructors are under a great deal of stress in the current environment. This research covered topics like job overload, subpar facilities, disagreements with peers and management, student interaction, and low pay. It was

imperative for the management to acknowledge these stressors and take the appropriate action to lower the stress threshold.

Motamedi, 2020 carried out a study on middle school kids' emotional, social, and intellectual adaptation to their family environments. 9,728 schoolchildren comprised the sample, all of whom were chosen from the Middle East nation. The purpose of the study was to determine how middle school kids' emotional, social, and academic adaptations were influenced by their families. The study's findings demonstrated that the majority of kids exhibit average or superior behaviour adaptability. Furthermore, stable family 19 structures, advantageous financial circumstances, and high-end father occupations support the adaptation of behaviour.

Binuraj&Chitra, 2022 compared the family environments of higher secondary students according to their socioeconomic status, neighbourhood, and kind of family. Six hundred students were selected as a sample from each of Kerala's four districts. Based on family type, location, and socioeconomic position, the study sought to compare the family environments of upper secondary pupils. The study's findings showed that the socioeconomic status, kind of family, and location of higher secondary students all significantly affect the home environment.

Zhao & Zhao, 2022 examined the effects of the home environment on the academic success of teenagers. 9,449 eighth graders were chosen as the sample. The survey's objectives were to ascertain whether the difference between a person's parents' and own expectations for education serves as a moderating factor in the relationship between familial environment and academic achievement, as well as the influence of positive or negative peer pressure on adolescents. The results of the study demonstrated that peer interaction and the family environment are both good indicators of academic achievement in teenagers, that the effects of the family environment on academic achievement and peer interaction quality are moderated by the educational expectation gap, and that the process through which the family environment influences academic achievement in a positive way is partially mediated by peer interaction quality.

Chaudhry & Chhajer, 2023 gathered information using a cross-sectional questionnaire survey from 356 instructors in Rajasthan, India. Both rural and urban locations were employed by these educators. Hierarchical regression was used to analyse the association between stress, psychological well-being, flourishing, and energy management. Results: It appears from the data that energy management enhances psychological health. Additionally, a mediation role for both thriving and

stress was discovered in the connection between psychological well-being and energy management. The findings are consistent with the idea that controlling school teachers' energy levels can improve their psychological well-being.

Fatemeh Ranjbaran, 2023 emphasised that educators and teachers are crucial to the achievement of higher education, which is a key tenet of sustainable development. The influence of COVID-19 on teachers' well-being and potential tactics and actions that need to be implemented to avoid teachers from experiencing depression, anxiety, or mental health issues have received less attention than they have in the last three years, according to researchers. Scholars examine current research on teachers' mental health both during and after the pandemic to emphasise the tactics and preventative measures that should be implemented to keep teachers' mental health in good shape during these trying times, support them in overcoming these challenges, and enhance their psychological well-being.

Chen, 2024 investigated the potential impacts of teacher immunity on their psychological health, buoyancy, and engagement using a quantitative method. A total of 384 primary language teachers were sent three surveys as part of this study. The results led to the conclusion that teacher immunity may be a useful indicator of the psychological health, buoyancy, and engagement of English as a foreign language instructor. The findings of the study could significantly impact teaching by promoting psychological health, engagement, and buoyancy.

MounaAbouAssali & Khameis Al Abdouli, 2024centred on the advantages of teachers taking care of themselves and their health, the typical difficulties they encounter, and methods for encouraging teachers to take care of themselves. Data were gathered using a qualitative secondary data research approach, which revealed a number of factors that have a big impact on teachers' well-being. This qualitative secondary data analysis makes clear how important it is for educators to take care of their own health and well-being. The results highlight important factors that impact teachers' well-being, particularly those related to productive commitment, skilful classroom management, professional support, and maintaining a healthy balance between work and personal life.

NEED AND SIGNIFICANCE OF THE STUDY

Rapid, deliberate, and sustained increases in the scope and development of education are necessary for a country's advancement, welfare, and prosperity; the calibre of education is primarily determined by the calibre of its teachers (Rani and Kaur, 2018). Effective performance and promoting students' psychological development correlate with teachers' psychological well-being. To get a more profound knowledge of why they and their students frequently behave in a certain way, teachers must be able to recognise both their emotional states and those of their students. However, a lack of knowledge about one's own or others' emotional states can lead to incorrect handling strategies and harmful interpretations of behaviour. Teachers that possess a high level of emotional intelligence have the ability to better encourage their students and comprehend their behavioural and psychological needs. Hence, the present study aims to find out the relationship between psychological well-being and emotional intelligence among the prospective teachers (Darsana & Vijisha, 2022). Any country's ability to advance is primarily dependent on the psychological health of its educators and learners. The attainment of intellectual, creative, educational, social, and cultural advancements is contingent upon the well-being of each individual inside the nation. Many educators and students struggle with psychological well-being in their interpersonal relationships with parents and in their social and emotional interactions with peers. A person needs to be driven in this way in order to complete his work correctly (Rani and Kaur, 2018).

The goal of the current study is to determine how prospective teachers' psychological health relates to stress and their living situation. The study's conclusions will be very valuable to colleges offering B.Ed. programmes, and it will contribute to the development of prospective teachers' psychological capacity to handle a variety of scenarios and teaching-learning issues. There are few research on the psychological health of aspiring teachers in relation to stress and the home environment of B.Ed. trainees or prospective teachers. Here, an effort was made to investigate the emotional well-being of prospective teachers in connection to stress and the home environment. Educationists, counsellors, administrators, and curriculum designers will find this study useful in planning and carrying out academic programmes as well as extracurricular activities that assist students develop their emotional maturity from an early age.

STATEMENT OF THE PROBLEM

"PSYCHOLOGICAL WELL-BEING AMONG PROSPECTIVE TEACHERS IN RELATION TO STRESS AND HOME ENVIRONMENT"

OBJECTIVES OF THE STUDY

1. To study the level of psychological well-being and stress among prospective teachers.
2. To study the psychological well-being (Dimension-wise and overall) of prospective teachers with respect to:
   (i) Gender
   (ii) Residential background
   (iii) Stress
3. To study the interactional effect of:
   (i) Gender and residential background
   (ii) Gender and stress
   (iii) Residential background and stress
   (iv) Gender, residential background and stress

   With respect to Psychological well-being of prospective teachers.
4. To study the Psychological well-being (Dimension-wise and overall) of prospective teachers with respect to:
   (i) Gender
   (ii) Residential background
   (iii) Home environment
5. To study the Interactional effect of:
   (i) Gender and residential background
   (ii) Gender and home environment
   (iii) Residential background and home environment
   (iv) Gender,residential background and home environment

   With respect to Psychological well-being of prospective teachers.
6. To study the correlation between stress and psychological well-being among prospective teachers.

7. To study the correlation between home environment and psychological well-being among prospective teachers.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the psychologicalwell-being (Dimension–wise and overall) of prospective teachers with respect to:
   (i) Gender
   (ii) Residential background
   (iii) Stress
2. There will be no significant interaction between:
   (i) Gender and residential background
   (ii) Residential background
   (iii)Residential background and stress
   (iv)Gender,residential background and stress

   With respect to Psychological well-being (Dimension–wise and overall) of prospective teachers.

3. There will be no significant difference in the psychological well-being (Dimension-wise and overall) of prospective teachers with respect to:
   (i) Gender
   (ii) Residential background
   (iii) Home environment
4. There will be no significant interaction between:
   (i) Gender and residential background
   (ii) Gender and home environment
   (iii) Residential background and home environment
   (iv) Gender,residential background and home environment

   With respect to psychological well-being(Dimensionwise and overall) of prospective teachers.
5. There will be no significant correlation between stress and psychological well-being among prospective teachers.
6. There will be no significant correlation between the home environment and psychological well-being among prospective teachers.

DELIMITATIONS OF THE STUDY

1. This study will be delimited to four districts in Himachal Pradesh.
2. The current investigation will be delimited to five variables, namely: gender, home environment, stress, residential background, and psychological well-being.
3. Only B.Ed. 1st Year students (prospective teachers) from privately managed B.Ed. colleges of Himachal Pradesh will be included in the study.

OPERATIONAL DEFINITION OF THE KEY TERMS

Psychological well-being

Psychological well-being is a state of optimal mental health, characterized by happiness, contentment, and fulfillment. It includes positive emotions, self-acceptance, personal growth, purpose, autonomy, and positive relationships. High levels lead to greater life satisfaction, purpose, and stress coping.

Stress

Stress is a physiological and psychological response to perceived threats or demands, involving environmental stressors and cognitive appraisal. Moderate stress can be adaptive, but chronic or excessive stress can negatively impact mental and physical health, leading to conditions like anxiety disorders and depression.

Home environment

The home environment refers to the physical, social, and emotional atmosphere within a household, encompassing factors such as family dynamics, interpersonal relationships, living conditions, and cultural influences.

Prospective teachers

Those students who are studying in B.Ed. Colleges.

VARIABLES OF THE STUDY

Independent Variable

Independent Variables are conditions or characteristics that are experimenter manipulates or control in his/her attempt to ascertain their relationship to observed phenomena. These are called stimulus variables.

In the present study the Independent Variable are: Gender, Residential background, Stress, and Home environment.

Dependent Variables

Dependent Variables are the conditions or characteristics that appear ,disappear or change as the experimenter introduces, removes or change independent variables. These variables are called response or outcome variables.

In the present study, Dependent Variable is Psychological well-being.

RESEARCH METHOD

Survey technique under descriptive research method will be used in the present investigation.

SAMPLING

The procedure of multistage sampling will be followed in the present study. Himachal Pradesh consists of 12 districts. Out of these 12 districts, four districts "(Bilaspur, Kullu, Mandi and Hamirpur)" will be selected through convenient sampling technique. In the next stage the selected districts have total 30 B.ed colleges. At the next stage from sample districts wise 50 prospective teacher will be taken from each B.Ed. colleges but the researcher will be collected sample of prospective teacher from each districts of B.Ed college as per accessibility. At the final stage a total of 800 prospective teachers will be selected through incidential sampling technique in the present investigation.

RESEARCH TOOLS TO BE USED

Sr. No.	Parameters	Research Tool
1.	Psychological well-being	Dr.Devendra Singh Sisodia and Ms.Pooja Choudhary (2021)
2.	Stress	Dr. Vandana Kaushik and Dr. Namrata Arora Charpe.
3.	Home Environment	Researcher will develop by herself

PROCEDURE FOR DATA COLLECTION

Researcher will go to the selected colleges and collect the data from the prospective teachers with the help of research tools / scales. Devendra Singh Sisodia and Pooja Choudhary developed the Psychological Well-Being Scale (PWBS), a tool for measuring psychological well-being. The PWBS assesses aspects like self-acceptance, relationships, personal growth, purpose, and environmental mastery. It provides a structured framework for evaluating mental health, identifying areas for intervention and promoting better psychological health. The PWBS is a valuable tool for assessing and enhancing psychological well-being across diverse populations. Dr. Vandana Kaushik and Dr. Namrata Arora Charpe a tool for measuring stress management. This tool access the demand from work, such as deadlines, feeling overwork or having long hours.

STATISTICAL TECHNIQUES TO BE USED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed.

- First of all, for checking the normality of the data certain descriptive statistics like mean, median, mode, SD, Skewness and Kurtosis will be calculated on psychological well-being scores, stress and home environment scores.
- To study the impact of gender, Residential background and home environment on the psychological well-being of prospective teachers the statistical technique of Analysis of Variance (Two-Way) will be applied.
- To study the correlation between psychological well-being, stress and home environment, the product-moment correlation by Karl Pearson will be employed.

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